

Name: _____ Date: _____

***THE HANDMAID'S TALE* LITERARY ESSAY**

ASSIGNMENT EXPECTATIONS

Now that we have read and discussed Margaret Atwood's novel *The Handmaid's Tale* and discussed the genre of dystopian fiction, we are going to write a literary essay that will examine several aspects of this novel and genre.

Your task is to select one of the following questions to discuss in your essay:

1. Examine Offred as a dystopian protagonist. Is she an effective agent for change in her society? Why or why not? Be sure to refer to the definition of a dystopian protagonist discussed at the beginning of our dystopia unit.
2. Which person or group holds the most power in this society? How do they exert their control? Make sure you refer to the types of dystopian controls discussed at the beginning of our dystopia unit.

For both options, make sure you refer to your "Dystopia: Characteristics and Definitions" handout from the beginning of our dystopia unit. This will help ensure that you establish effective parameters for your discussion.

You are also expected to use 3-4 of the methods of development and literary devices studied at the beginning of the course to enhance your writing. You may select which methods and devices you use.

Your essay should be between 4-6 pages in length, typed, double-spaced in 12-point Times New Roman font. Make sure you use proper MLA format for your page set-up and citations. You must also have a separate works cited page for your essay.

Use your booklet about MLA format and essay development to help you complete this assignment. It is expected that your essay follows the guidelines outlined in this booklet. Ask your teacher for clarification on these guidelines ahead of the deadline if needed.

This assignment will be completed in three stages. It is important for you to abide by all due dates for these stages, as the feedback provided in each stage will be valuable as you complete your final submission. Each stage of process work counts for 10 marks, and your final submission counts for 30 marks, for a total of 50 marks.

- Essay Outline – due _____
- Peer Edit – rough copy due _____
- Good Copy – due _____

The rubric on the following page will be used to evaluate your work. Remember to hand it in with your good copy, and all rough/process work, on the due date.

Name: _____ Date: _____

| CRITERIA | LEVEL R (0-4 Marks) | LEVEL 1 (5 Marks) | LEVEL 2 (6 Marks) | LEVEL 3 (7 Marks) | LEVEL 4 (8-10 Marks) |
|---|---|--|---|--|--|
| <u>Outline →</u> Generate, gather, and organize ideas and information to write for an intended purpose and audience | Outline is not submitted, is submitted but is partially complete, or does not contain a thesis, points and/or text examples which will not help to support a successful thesis | Outline contains a thesis which does not respond to the assigned question, and points and text examples which will not help to support a successful thesis | Outline contains a thesis which somewhat responds to the assigned question, and points and text examples which may help to support this thesis | Outline contains a thesis which responds to the assigned question, and points and text examples which will help to support this thesis | Outline contains a well-developed thesis which responds to the assigned question thoroughly, and points and text examples which will help to support this thesis |
| <u>Peer Edit →</u> Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively | Rough draft is not complete or is partially complete for peer edit, student does not offer feedback for the essay they are reviewing, and/or does not incorporate feedback given into their own essay | Rough draft is complete for peer edit, student offers minimal feedback for the essay they are reviewing, and incorporates a minimal amount of the feedback they are given into their own essay | Rough draft is complete for peer edit, student offers feedback for the essay they are reviewing which is somewhat useful, and incorporates some of the feedback they are given into their own essay | Rough draft is complete for peer edit, student offers useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay | Rough draft is complete for peer edit, student offers thorough and useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay to a high degree |
| <u>Good Copy →</u> Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning | Essay is not submitted, is submitted but is partially complete, or is submitted but does not respond to the question with a thesis and use examples from the texts as support | Essay vaguely responds to the question with a very loose thesis and uses few examples from the texts to support it | Essay somewhat responds to the question with a loose thesis and uses some examples from the texts to support it | Essay responds to the question with a developed thesis and uses several examples from the texts to support it | Essay fully responds to the question with a well-developed thesis and uses several tight examples from the texts to support it |
| <u>Good Copy →</u> Generate, gather, and organize ideas and information to write for an intended purpose and audience | Essay does not include the use of any methods of development or literary devices throughout the essay | Essay includes the limited use of 1 method of development and/or literary device throughout the essay | Essay includes the use of 1-2 methods of development and/or literary devices throughout the essay | Essay includes the effective use of 2-3 methods of development and literary devices throughout the essay | Essay includes the highly effective use of 3-4 methods of development and literary devices throughout the essay |
| <u>Good Copy →</u> Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience | Essay is not submitted, is submitted but is partially complete, or is submitted but does not meet any of the requirements in formatting and/or length, and contains several formatting, documentation, spelling and/or grammatical errors | Essay is submitted and contains few of the formatting requirements, is not the required length, and/or contains several formatting, documentation, spelling and/or grammatical errors | Essay is submitted and contains some of the formatting requirements, is almost the required length, and/or contains several formatting, documentation, spelling and/or grammatical errors | Essay is submitted and is in the required format, of the required length, and/or contains few formatting, documentation, spelling and grammatical errors | Essay is submitted and is in the required format, of the required length, and is virtually free of formatting, documentation, spelling and grammatical errors |

TOTAL: ____/50